

DC CAS Training Preparing for Standardized Administration and Testing Environments

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Why Standardize State Tests?

State tests require standard, uniform administration and a sterile environment so that the observation, administration, equipment, materials and scoring rules will be the same for each and every student taking the test.

Source: Educational Measurement, Millman and Green (1993), page 335-366.

Objectivity is the Goal of Standardization



To make the assessment as objective as possible so that the results generated are valid and reliable indicators of student performance.

Source: Educational Measurement, Millman and Green (1993), page 335-366.

Subjectivity has no Role in Standardized Testing



Why?



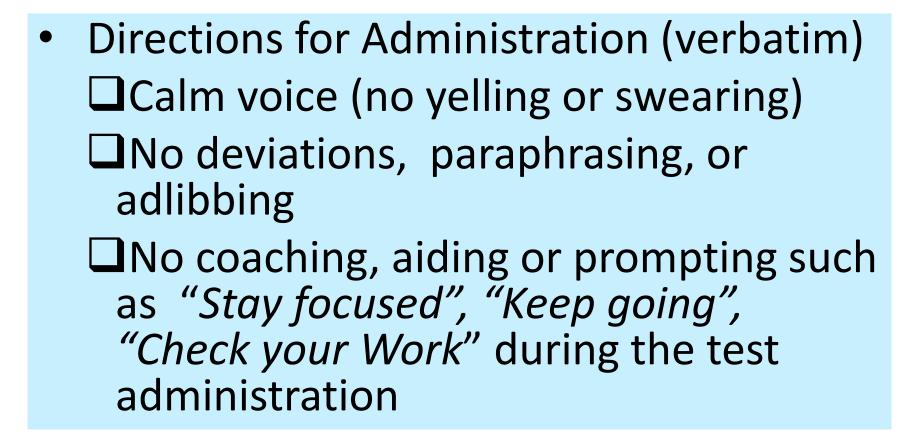
When external factors affect assessment results, the informational value of the data is **diminished**.



The public **loses confidence** in the data's ability to infer student mastery of content tested in comparison to their peers.

Highly Controlled and Standardized Administration





Source: Test and Data Integrity, National Council on Measurement in Education, October 2012

Highly Controlled and Standardized Administration



- Same Testing Window
- Similar Testing Times
 - ☐ Morning sessions
 - ☐ Afternoon sessions
- Standard Materials (test book, answer sheets, scratch paper, calculators)

Source: Test and Data Integrity, National Council on Measurement in Education, October 2012



- Cluster testing rooms in one section of the school to minimize disturbances from ongoing classes not tested*
- Visible working clock (if available)
- Comfortable Room Temperature
 - \square (not too hot or cold)
- Sufficient light and ventilation

*Source: The SAT School- Day Testing Manual, 2010, The College Board, page 5



- Reduction of loud noises
- Sterile Testing Room
 - Removal of content related and test taking strategies items from bulletins
 - □ No interruptions and noisy distractions
 - ☐ Desks are cleared of clutter, student notes, and books



Appropriate Seating Arrangements
 Seats facing same direction
 Chairs/desks at least 18 to 24 inches apart (College Board recommends 4 feet apart)*
 If tables are necessary (biology lab, gym or cafeteria), dividers may be used if space is limited

*Source: The SAT School- Day Testing Manual, 2010, The College Board, page 4



•	Make the following information visible
	for all students in the testing room
	☐ Test date
	☐ Tested Subject
	Name of Test Administrator and Test
	Proctor
	☐ Start Time and Estimated Session End
	Time

Source: The SAT School- Day Testing Manual, 2010, The College Board, page 6

Obtaining Maximum Student Performance under Standardized Conditions



"Testing sessions should be scheduled at a time that encourages maximum student performance. Scheduling test sessions immediately before or after a vacation, on the days of school events, on Monday mornings or on Friday afternoons is discouraged."

Obtaining Maximum Student Performance under Standardized Conditions



Reduce likelihood or chance of occurrence of the following:

- Student hunger
- Student fatigue
- Student illness
- Student stress
- Student test anxiety

Teaching Test Taking Strategies to Students Multiple Choice



- Read the question
- Use pictures, diagrams or graphs that may be part of the question for assistance
- Look at the four possible answers-
 - ☐ Are there one or two you know are wrong?
 - Cross out the letters in the test booklet
 - ☐ When you can get rid of two possible choices, the odds of getting the right answer increases
 - Once you have selected and marked your answer, re-read it to make sure the answer makes sense

Teaching Test Taking Strategies to Students Constructed Response



- Read the entire question
- If there are many parts to answer, you must answer both parts
- Use pictures, diagrams or graphs provided for assistance
- Consider creating your own table, graph, bulleted list or labeled diagram to help you answer the question more completely
- Fit your answer in the space provided
- Do not leave a constructed response question blank



Teaching Testing Protocol

- Think positively
- Eat breakfast
- Come to school rested, on time,
 prepared and ready to take the test
- Bring a watch (with no audible alarm) to time yourself



Teaching Testing Protocol

- Refrain from talking during the test
- Do your own work
- Turn in your cell phone, computer and other electronic devices to the teacher



Teaching Testing Protocol

- Refrain from talking about the test items after taking the test
- Refrain from making loud noises
- Use the restroom prior to the start of the testing session



Teaching Testing Protocol

- Refrain from passing notes or whispering to your peers during testing
- Do not go back or forward to separate sessions, unless permitted to do so

Closing



Thank you for your time and attention!

Please contact Tonya Mead, PhD Test Integrity Coordinator for questions, comments and suggestions at tonya.mead@dc.gov or (202) 741-0256